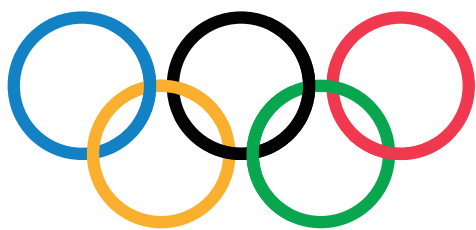
The logo features a large white arrow pointing upwards, which forms the letter 'U' in the word 'UP'. The word 'GRADE' is positioned above 'UP', and '2WORK' is below it, with the number '2' in yellow and 'WORK' in white.

GRADE  
UP  
2WORK



OLYMPIC TOOL

**ESF**  
INVESTEERT IN  
JOUW TOEKOMST



**stebo**  
ondernemend  
voor de samenleving

AGENTSCHAP  
INTEGRATIE &  
INBURGERING



**KU LEUVEN** **HVA**  
ONDERZOEKSIJNSTITUUT VOOR  
ARBEID EN SAMENLEVING

## EXERCISE 1

### Life needs

#### 1. Goal

In this first exercise of the Olympics tool, we work with life needs.

Every person has life needs. They can be material needs, like “money” and “food and drink”. They can also be immaterial needs, such as “being myself” and “respect”.

In our Western society, work often provides an answer to various other needs in life: the basic needs, the need for security, the need for acceptance, the need for self-development.

There is also something strange about work. In our Western culture, it is indeed an answer to various needs in life. At the same time, in order to find work, to be strong enough for the labour market, a number of other ‘lower’ life needs must first be sufficiently satisfied.

Moreover, in our Western society, work is a ‘primary good’. This is not true in all cultures. It is therefore quite conceivable that your coachee will look at work with different eyes than you.

In this exercise, we look at the coachee as a person rather than as a job seeker. We want to discover whether he is sufficiently ready for the labour market.

#### Inspiration for the exercise

In creating this exercise, we drew on insights about life needs in our Western culture and in non-Western cultures from Maslow, Pinto and other authors (see 6. Inspiration).

We supplemented these theoretical insights with practical experiences of job coaches who coach job seekers and employees with a migration background.

#### Results of the exercise

- \* In this exercise, the coachee discovers to what extent he is ready to take the step towards the labour market. Is he sufficiently ready for a job? Or, are there other needs in his life that he needs to address first? Or, that also need attention, next to the search for a job?
- \* If it turns out that there are too many life needs to be addressed first, it means that he is not yet ready for the labour market. In that case, you have to change the focus of the counselling. Or you may have to call in other, more appropriate, coaching.
- \* If it appears that the coachee is sufficiently ready to take steps towards the labour market, this exercise will also give you information about the coachee’s strengths and growth potential. You take this input into account when building the CV-narrative.
- \* The exercise is also an icebreaker and a means of getting to know the coachee better.

## 2. Items related to the theme

In this exercise, we work with 26 life needs. They fall under five needs categories.

### **Basic needs**

- (1) food and drink
- (2) Sleep and rest
- (3) health and hygiene

### **Need for security**

- (4) home
- (5) money/income - insurance - savings
- (6) work and/or household
- (7) security
- (8) perspective

### **Need for belonging/acceptance**

- (9) partner and/or children
- (10) family
- (11) friends
- (12) colleagues
- (13) social contacts
- (14) culture - tradition
- (15) religion
- (16) being myself

### **Need for recognition**

- (17) appreciation/ recognition/ respect from others
- (18) status, reputation
- (19) support

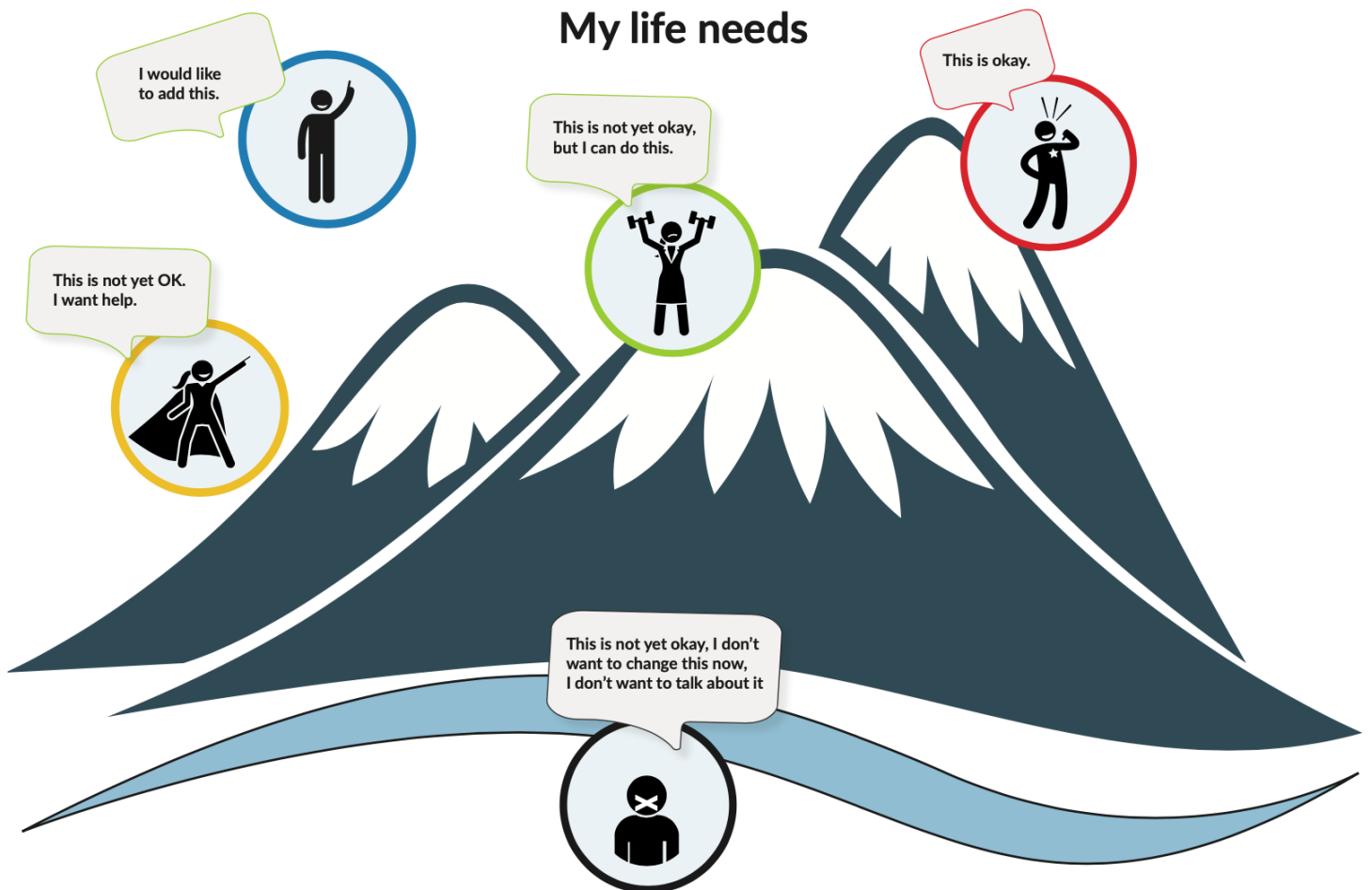
### **Need for self-fulfillment**

- (20) honor and principles
- (21) learning and growing
- (22) daily activities/ free time
- (23) being independent/freedom
- (24) take initiative/responsibility
- (25) contribution to / involvement in something or someone
- (26) diploma/ certificates training

### 3. Materiaal (downloads)



### 3.2 'My life needs' board.



## 'My life needs' board: meaning of the five RINGS.



### **RING 1. 'This is okay'.**

The coachee considers this need important + he feels it is okay.



### **RING 2. 'This is not yet okay, but I can do this'.**

The coachee considers this need important + he has the feeling that it is not yet sufficiently in order + he has the confidence that he will get it right.



### **RING 3. 'This is not yet okay, I don't want to change this now, I don't want to talk about it'.**

The coachee considers this need important + he has the feeling that he is more out of order than in order.

The coachee has a lot of work to do here. But he's not ready yet. As a coach, you have to respect this. If he shows no openness to a conversation, it is best to leave it under the waterline.



### **RING 4. 'This is not yet OK. I want help'.**

The coachee considers this need important + he has the feeling that it is not yet in order to a sufficient degree + he indicates that he needs help to put it in order.



### **RING 5 'I would like to add this'.**

The coachee wants to add another need that he or she considers important. The need is not in the set of cards. He writes it down on a blank card. It may be a need that is okay or not, for which he may or may not want help.

## 4. Approach

In this exercise, we distinguish 5 phases.

### Phase 1. Discover what needs the coachee considers important.

Put the 26 cards on the table.

Explain what needs are.

For example: needs are “things” that people need in life. It may be that one person needs a certain need more or finds it more important than another.

They can be ‘tangible’ things, such as food and drink. They may also be ‘intangible’ things, such as faith or learning.

Go over the cards with the needs. Ask whether the needs are clear to the coachee.



Use the help sheet for the coach: “Questions about the 26 needs”

Use the help sheet for the coach: “Interrogating needs”

Ask if this list is complete for him. Does he recognize them? Does he miss them? If so, have them written down on blank cards.

Then ask the coachee to select the cards that he finds important at this moment in his life.



Gebruik de kaartjes als middel en niet als doel.

Je kan, maar moet niet alle kaartjes gebruiken. Je kan bijvoorbeeld vragen om een maximum aantal kaartjes te kiezen en daar op inzoomen. Bijvoorbeeld: je laat de coachee de voor hem twee belangrijkste behoeftes kiezen uit iedere behoeftecategorie.

### Phase 2. Find out whether the coachee is ready for the labour market.

In phase 1, the coachee selects a number of cards with needs that he considers important at this moment in his life.

In this phase, you have the coachee assign a value to those important life needs. You do this by asking him to place the cards in one of the five RINGS on the “My life needs” board.

When all the cards are in the rings, it gives a picture of the extent to which the coachee is ready for the labour market.



In principle, an alarm bell should go off when you notice that there are many cards in RING 3. Then the coachee is definitely not ready for the labour market. In all other cases, in principle he is.

Note: the weight a coachee gives to a need that is not okay also counts (RING 3 and 4). Be sure to pay sufficient attention to this. Ask more questions.



Also be attentive to “overconfident” behavior. If you notice that the coachee only uses the rings 1 and 2, ask about these needs. Also ask what causes the other RINGS to remain empty, and keep asking about that as well. Break through the coaches’ trap of showing so-called socially desirable behavior.

### **Phase 3. Discover the coachee’s strengths and growth potential.**

The place where the coachee places the cards with needs in phase 2 also gives an indication of his strengths and his margin for growth.

The needs that the coachee places in RING 1 and 2 are sufficient for the coachee. This is usually where the coachee’s sources of strengths are located.

An example:

The card with the life need ‘friends’ is in RING 2. This indicates the existence of a network, perhaps still young, but under construction. The coachee has confidence that things will work out and may also have the necessary skills to build it.

The needs that he places in RING 3 and 4 are not sufficiently in order. There is still a lot of room for growth for the coachee here.

An example:

The card with the life need “learning and growing” is in RING 4. The coachee considers this important, but does not get around to it enough. He wants to discover how it can be done with the help of his coach. He also indicates that he wants this help.

### **Phase 4. Engage the coachee in a conversation about his strengths and scope for growth.**

Phase 3 gives an indication of the coachee’s sources of strengths and potential growth margin. In this phase you go a step further. You enter into a conversation with the coachee about this. You take the coachee with you in an introspective process. This has an identity-strengthening effect.

For this conversation, choose an appreciative inquiry approach. In this way, you also strengthen the coachee’s resilience and sense of belonging. First discuss with the coachee “what is already going well” (RING 1 and 2). Only then do you zoom in on “what is not/less going well” (RING 4 and 3).

We describe the steps and the help questions that you can ask in this extensive introspective inquiry.



**Preliminary step (possibly) - RING 5. 'This is what I would like to add'.**

The coachee has added necessities on the blank cards and placed them in RING 5? Then first ask the coachee to move these cards to RING 1, 2, 3 or 4. Discuss these cards first at each subsequent step.



**Step 1 - RING 1. 'This is okay'.**

Ask the coachee to place cards that belong in this RING and discuss them. Some help questions are:

1. What does this mean to you? What are you thinking about?
2. What is already there, what is already strong?
3. What have you done yourself to get/have you got this right?
4. What role have others played?



**Step 2 - RING 2. 'This is not yet okay, but I can do this'.**

Ask the coachee to put cards that belong in this RING and discuss them. Some of the help questions are:

1. What is already going well?
2. What gives you confidence?
3. Who and what can help you?



**Step 3 - RING 3. 'This is not yet OK, I don't want to change this now, I don't want to talk about it'.**

Ask the coachee to place cards that belong in this RING. If the coachee shows no openness to a conversation, respect this. Leave it below the waterline.

If the coachee does show some opening for a conversation, you can ask the following questions:

1. What would you like to change, but not yet? What is so difficult/difficult?
2. What if it only gets worse, how do you feel about that?
3. How would you like it to be? What situation would you like for yourself?
4. What is needed for you to want/be able to change this? What can you do yourself? What can others do?
5. What can you use from other situations that you have experienced in the past?





#### **Step 4 - RING 4. 'This is not yet okay. I want help'.**

Ask the coachee to put down cards that belong in this RING and discuss them as well. Some help questions are:

1. What does this mean to you? What are you thinking about?
2. Suppose it's okay. What is there then?
3. Where are you now?
4. What did you do to get here?
5. What is needed to make a step forward? What can you do yourself?  
What can others do?
6. What can you use from other situations that you have experienced in the past?

## Phase 5. Gather the strengths and growth margin.

### My CV-Narrative



#### Strengths

This matches the Flemish work floor.



#### Growth margin

This is what I need from colleagues/employers to perform well on the Flemish work floor.

#### Tips for the coach

- 1. Overflow the harvest on the harvest board.**  
Does the coachee still recognize himself in it? Is there. Anything else the coachee would like to add? Admit anything? Move things around?
- 2. Choose the core.**  
The coachee chooses from the medals "strengths" 3 characteristics that match the Flemish labour market.  
The coachee chooses from the medals "growth margin" 3 commitments he needs from others in the workplace to perform well.
- 3. Bind the words into a statement.**
  - 6 to lines of short text
  - No bullet points
  - I form
  - Be truthful
  - Write what is most likely to get work.
- 4. Encourage the coachee to show his/her CV-narrative to family and friends for feed back.**  
Adapt the narrative where necessary and possible.

#### CV-NARRATIVE

What strengths of your coachee do you draw from this exercise?

What matches with the Flemish shop floor: what does your coachee do spontaneously, what can he do, what does he have that increases his chances of getting a job on the Flemish shop floor?

What growth margin do you get from this exercise?

What can and will he tackle, change, improve, learn, ... to increase the chances of employment on the Flemish shop floor?

What does he need from others on the shop floor: colleagues, employer, etc.?

Go over the strengths and growth margin with the coachee. Does he recognize himself in them? Does he want to add something? Change?

Write down the strengths and the margin for growth under "My life needs" on the "Me at work" board. When you draw up the CV-narrative, you may or may not include this harvest. When deciding, let yourself be guided by the tips on the 'My CV-narrative' board.

## 5. Inspiration

The following sources inspired us

[Behoeftepiramide van Abraham Maslow](#)

[Behoeftepiramide van David Pinto](#) en <https://intercultureelcontact.nl/index.php/topic/culturele-verschillen-f-en-g-cultuur/>